**UMF Lesson Plan Template Explained with Guiding Questions**

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| **Name:** | | **Program:** | | | **Course:** |
| **Lesson Topic/Title:** | | | | | |
| **Lesson Date:** | **Lesson Length:** | | | **Grade/Age:** | |
| **Learning Objectives (Targets):**  Write learning objectives that are clear, attainable, measurable, and age/content appropriate.   * What will students know or be able to do by the end of the lesson? What will it look like for students to achieve the learning target? * *Does my learning objective address the standard I’m targeting?* * *Are my goals developmentally appropriate?* | | | | | |
| **Standards:**  Identifies relevant standards (e.g., CCSS, MLR, NGSS, MELDS, ISTE Standards-S) that are content and age appropriate.   * What standard(s) is being targeted? * What specific indicators within the standard are being targeted? * *Consider:  Do my Learning Objectives, Instructional Activities and Assessments all target this standard and/or indicator(s)?* | | | **Standards Alignment & Justification:**  Align the objectives, instructional activities, and assessments with relevant standards (e.g., CCSS, MLR, NGSS, MELDS, ISTE Standards-S). Write justification statements that clearly explain the relationship between the standard and the learning objectives.   * How will you target the standard(s) within your Learning Objective(s), Instructional Activities and Assessment(s)? * How does this standard fit within the unit plan? | | |
| **Assessment: ❏** Pre ❏ Formative  ❏ Summative ❏ Student Self  Use evidence to choose or develop appropriate methods for assessing student achievement of learning objectives. Use multiple means of assessing student learning.   * How and when will you evaluate your students’ understanding/proficiency? * What types of assessments will you use?  (Include a copy) * *Why are you assessing the students in this way?* | | | **Assessment (Data & Student Feedback):**  Describe how assessments will be evaluated and used for instructional decision making. Provide process for delivering student feedback.   * What “data” or information will you collect about your students? * How will you use the data to inform your practice? * *Do my assessments evaluate student proficiency or growth with my selected standard and learning objective?* | | |
| **Integration of Other Content Areas: (If appropriate)**  Incorporate related content areas within the lesson plan.   * What other content area(s) are you integrating? * How will you integrate this content? * How does this integrated content relate to your learning objectives and targeted standards? | | | | | |
| **Instructional Strategies to Differentiate Instruction:**  Design specific instructional strategies that differentiate the content, process, product, performance and/or learning environment to improve and enhance each student’s academic achievement.   * What specific student needs will you need to support during your lesson? (Clearly identify & describe at least 2) * How will you differentiate instructional strategies for these needs? (Clearly describe at least 2 ways that you will differentiate) | | | | | |
| **Modifications, Accommodations & Extensions For Individual Students with Identified Needs:**  Create developmentally appropriate accommodations, modifications, and extensions for all students with identified needs.  **Modifications** are changes in the regular education curriculum and or assessment **that lower the standards of the curriculum). Accommodations** are changes in the manner in which instruction and assessment is delivered that does not alter the curriculum **level expectation being measured or taught**.   * What specific student needs (from IEPs, 504 Plans, behavior challenges, or other exceptionalities) will you need to support during your lesson? * What specific scaffolding, accommodations and/or modifications must be incorporated into lesson? * How will you incorporate these accommodations or modifications? * What assistive technologies (low-tech/high-tech) are needed to access learning? | | | | | |
| **Technology Integration: (if appropriate)**  Integrate a range of digital resources, materials, and instructional technology to engage students and provide optimal, customized learning for every student. Use the SAMR model, or something comparable, to describe and justify how technology augments the learning experience.   * What age- and content-appropriate digital tools and resources can I incorporate into my instruction and assessment? * How will students use technology during this lesson? * How will I utilize instructional technology to deliver my lesson? * Based on the SAMR model, how is technology being utilized during this lesson? Explain your reasoning. | | | | | |
| **Materials and Resources for Lesson Plan Development**  Provide a detailed list of materials and technology for both teacher and students. All handouts, both teacher created and those from other resources, are referenced and attached to the lesson plan. Consider selecting appropriate, research-based teaching practices as defined by national professional organizations (NCTM, NSTA, CEC/DEC, ILA, NCSS, NAEYC, ISTE).   * What materials, technology and handouts will you need to have prepared for your lesson? * What types of resources/materials do different professional organizations provide for teachers? * What sources and resources are you using to develop your lesson? | | | | | |
| **Teaching & Learning Sequence:**  Construct a teaching and learning sequence that clearly defines the order and structure of the lesson. Include all the components of the lesson: introduction, cooperative learning activities that support the learning objectives, standards, differential instruction strategies, seamless transitions between activities, and assessment practices that are integrated to measure student progress and learning throughout the lesson.   * How will I introduce and unpack the Learning Objectives for Students? * What types of learning activities will I integrate and in what sequence? *Am I integrating a variety of strategies?* * When will I check for understanding during the lesson? * What transitions will I need to plan for? How much time will be required for each activity and transition? * How will I close/wrap-up the lesson? | | | | | |
| **Content Knowledge Notes: *(if applicable/instructor discretion)***  Create a resource to supplement the Teaching and Learning Sequence that could be used by a substitute or colleague who might need to teach your lesson.  Content notes should outline essential content information, definitions, explanations, modeling examples, and example practice problems with process and answers.   * What content information would a substitute or peer need in order to implement this lesson? * How can I organize and label this information in order to make it clear and easy to follow? | | | | | |
| **Post-Lesson Reflection:**  *If lesson* ***was not implemented****:* Produce a thoughtful reflection addressing planning process, instructional decisions and impact of experience on growth as an educator.  *If lesson* ***was implemented****:* Produce a thoughtful reflection addressing the following: strengths of the lesson and areas for growth; evidence of student learning and interpretation of assessment results. Develop plans for next steps and/or re-teaching that includes suggestions for improving the future lesson.   * + If this is a lesson that you wrote but **did not implement**, reflect on the planning process:     - What challenges did you encounter while developing this lesson plan?     - What decisions did you make while planning this lesson and why did you make the choices that you did?     - If you received feedback about your lesson plan, what changes/improvements would you make? Why?     - What student assessment data would you expect to see, or need to see, prior to moving on to the next lesson? Why?   + If this is a lesson that you **implemented**:     - What does your assessment data say about your students’ proficiency and growth?Did all of your students meet your learning target? How do you know?     - How are you tracking progress & providing feedback to students?     - What aspects of the lesson plan were successful or went well?What aspects of the lesson plan were challenging or could be improved?     - When were your students engaged during the lesson? How did you know?     - Did you depart from anything that you planned to do during the lesson? If so, when and why?     - Based on your assessment data, what instructional decisions would you make regarding next steps, re-teaching and/or future lessons? What modifications do you need to make before your next lesson?     - What professional goals do you have for yourself for your next lesson? | | | | | |